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ABSTRACT

Abstracts of 14 papers presented at the conference are provided here. Titles are: "Electronic Information Terraforming: Designing and Implementing a Front-end System Using World-Wide Web Technology" (Abbie Basile; And Others); "Characteristics of Generation X and Implications for Reference and Instructional Services" (Catherine A. Lee); "Shipwrecked on the Information Ocean" (Thomas W. Leonhardt); "The Contemporary Accreditation Process: Helping or Hindering Academic Libraries and Disciplines in the New Information Environment" (Edward Garten); "Sailing Without the Crew?" (Edward T. Gillen); "Introducing Information Technology to Faculty--The Kenyon College Experience" (Jennifer L. Ross); "Libraries and Marketing DO Mix" (Louisa Straziuso); "How Knowledge Works: Interfacing Information and the Infamous Scholar's Workstation" (Thom Gillespie); "Creating Effective Internet Training in a University Library" (George Lupone); "Intercultural and International Communication in the 1990s" (R. Errol Lam; And Others); "Outsourcing Cataloging at Wright State University" (Karen Wilhoit); "Reference Service Without a Reference Desk" (Jayne Zetts; And Others); "What Goes Around Comes Around--Again" (Phyllis O'Connor; And Others); "The NII: America's Gold Rush of the 21st Century?" (Connie Salyers Stoner). (MAS)

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Abstracts from the 1994 Academic Library Association of Ohio Annual Conference
"Navigating the Information Ocean: Charting the Course"
Friday, November 4, 1994
Fawcett Center, Columbus, Ohio

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FIRST CONCURRENT SESSION (10:00 - 10:50am)

"Electronic Information Terraforming: Designing and Implementing a Front-end System Using World-Wide Web Technology"

Presenters: Abbie Basile, Electronic Services Instruction Librarian, Miami University Libraries; Belinda Barr, Reference Librarian, Miami University Libraries; Erica Lilly, Science Librarian, Miami University Libraries

In March 1994, Miami University Libraries implemented a World Wide Web (WWW) server as the front-end to their Innovative Interfaces OPAC (InnOPAC). This new system allows the Libraries to provide an easy-to-use menuing system which provides access to the following electronic library services: the online catalog; the Libraries' Gopher; other online catalogs from around the state and around the world; a variety of periodical indexes and full-text news sources; online help; library hours and policies; and a comments and request box for feedback and suggestions for purchases.

The benefits of this WWW-based system are many. Previously, users who accessed the Internet via the Libraries' Gopher, as listed on the InnOPAC menu, were counted as simultaneous users of the InnOPAC system, even though they were not using the Libraries' catalog and were actually using global resources. The WWW front-end has allowed the Libraries to increase their maximum number of simultaneous users by providing access to such resources as the Internet Gopher and periodical indexes from a menu which is separate from the InnOPAC menu. This separate menu has also saved the Libraries money, since we no longer pay Innovative Interfaces, Inc. for the Internet users who used to gain access through the InnOPAC menu. The new front-end has also allowed the Libraries to provide online help information to their users, something which was not possible within the Innovative Interfaces system. In fact, librarians have been able to make library research guides and bibliographies available on the new system.

A major benefit of this project has been the active and key role that librarians played in the design of the front-end. As part of a larger, seven-member task force, four librarians utilized their knowledge of their user population, as well as their skills as information professionals, to design the system's structure and to create the screens. The design team's goal was to create an easy-to-follow hierarchy to guide library users through the maze of available electronic information. This ongoing project will adapt to users' needs and feedback.

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"Characteristics of Generation X and Implications for Reference and Instructional Services"

Presenter: Catherine A. Lee, Head Librarian, Penn State University - DuBois Campus

Admit it: college students these days can really make you angry. How often have you been frustrated by students at the reference desk who want an answer handed to them on a "silver platter?" And do you secretly steam when the same students you lectured last week on reference sources can't begin to find their way around this week's library assignment? Don't worry, you're not alone. In reality, you're in the middle of a new American generation gap.

This new generation gap is between Baby Boomers and Generation Xers. The term "Generation X" was first used by and about British boomer punkers and popularized by novelist Douglas Coupland. Today, it's a highly disputed term for America's generation born from 1961 to 1981. Xers have a fundamentally different world view that is being heavily explored in marketing and demographic circles, but virtually ignored in the education and library literature. One researcher from higher education, David Cannon, has studied Generation X students and identifies eight representative "X" factors. These key characteristics include: a craving for stimulation, a preference for specific information, and a desire to learn leading-edge technology. For librarians, this means more time on distilling information into neat, ready-to-use packages. This session will elaborate on Cannon's "X" factors and suggest practical ways that librarians might adapt and redesign library services for these users.

"Shipwrecked on the Information Ocean"

Presenter: Thomas W. Leonhardt, Director, Library Technical Services, University of Oklahoma

The Internet has become the victim of typical American hype, hyperbole, and hypocrisy. The Internet and the Information Superhighway, often used interchangeably although they are not necessarily the same thing, are often presented as solutions for many of our problems, from illiteracy to the serials crisis, to the lack of library resources in schools, public libraries, and colleges and universities. On a big business/big government scale, this superhighway is tied to increased productivity and improved citizenship.

There may be some things that the Internet allows us to do better than anything else available, and the potential for improving those things (exchanging files, exchanging e-mail, searching databases from home or office) seems boundless. There are other things that the Internet may not do well and perhaps shouldn't be called on to do at all without further research. For example, suggesting that the Internet promotes literacy, enhances the quality of life, does away with the need for books and journals, and advances collaboration in new and innovative ways, may not be as accurate as some would have us believe.

In addition, the emphasis on the Internet and all that it has come to represent, may be more harmful to libraries in the long run than helpful. For example, the false promise of a totally

digitized library by the year 2000 has discouraged some university and college administrators from adequately funding library materials budgets. This false promise may have been instrumental in the Clinton Administration's support of NREN/NII/NTIA funding, seemingly at the expense of the HEA title II programs, this despite testimony to the U.S. National Commission on Libraries and Information Science describing the lack of current reference materials in our school libraries.

Failure to recognize the riches in our libraries and the need to maintain collections while book publishing continues to thrive is to risk being shipwrecked on the ocean of electronic information without our favorite reading matter to keep us company while we wait to be rescued.

Instead of predicting a future that we cannot see and that may be based on fear and wishful thinking, we ought to look at current trends and realities and build from there. Librarians need to aggressively counter the notion, popular with administrators looking for ways to save money, that the library will be nothing but a museum in the early 21st century. We must not ignore emerging technology, but we must not bet everything we have on promises and a hunch.

"The Contemporary Accreditation Process: Helping or Hindering Academic Libraries and Disciplines in the New Information Environment"

Presenter: Edward Garten, Dean of Libraries and Information Technologies, University of Dayton

As colleges, universities, and professional accrediting associations act to improve the self-study process and the role of accreditation, events both within and outside of the higher education community continue to change the fundamental nature of academic libraries and information technologies as well as the nature of the content and delivery of learning. In the present environment, many educators and librarians have begun to ask difficult questions related to the overall value of the academic accreditation process. Is accreditation working on behalf of the new information service and delivery realities? Are libraries being better served by self-study, team visitations, and the recommendations of accreditation agencies?

Disciplinary and regional accreditation should provide college and university libraries with an opportunity to explore how the new information technologies are supporting academic programs. Accreditation standards and criteria should promote the range of changes currently taking place in academic libraries. Are standards changing rapidly enough? Are accreditation agencies supporting expectations that information technologies occupy a more central role in the teaching and learning process? This presentation will explore the results of recent research conducted by the presenter with over forty disciplinary accreditation associations as well as six regional accreditation commissions.

SECOND CONCURRENT SESSION (11:00 - 11:50am)

"Sailing Without the Crew?"

Presenter: Edward T. Gillen, Library Technical Assistant, New York State Library

Library Assistant: a widely accepted term to describe individuals who work in libraries and who do not hold a position as a librarian or administrator.

Automation -- it has changed the way we work and the way our customers access information. A major outcome of automation has been the expansion of library assistants' duties and responsibilities in regard to the work they perform and within the library's decision-making hierarchy. However, the professional development of the library assistant has not kept pace. This professional development gap was one of the main reasons for the creation of numerous library assistant organizations during the late 80s and early 90s. Their mission has been to further the professional development of the library assistant as well as enhancing the image of the library assistant within the library profession.

Although these organizations have dramatically narrowed the professional development gap, the gap still exists today as libraries embark on the vast information ocean. A major reason for this is the library profession's deep-rooted cultural belief towards the image of the library assistant, a belief built on past library assistant apathy toward the organization and the profession. This belief is echoed today in such comments as, "if we give them Internet accounts they'll spend all day chatting (or playing) with their friends" or "they only want to attend staff meetings, workshops, or conferences to get out of work." If this is your image of today's library assistants, then you are sadly mistaken.

Today's library assistants have shown increased awareness of their role within their libraries and the profession, and they have demonstrated a greater concern for the survival of the library as an institution. They value the profession. They are participating in decision-making committees, teams, and workgroups to continuously improve their jobs. They continue to accept new job duties and responsibilities in the face of rapid technological advances. They are beginning to advocate and lobby on behalf of America's libraries. They are making the library and the image of the profession stronger.

Yes, the vast information ocean is difficult to navigate. Our passengers will expect quality service and quick and safe passage. But can a library truly achieve the heart of its mission if the majority of its workforce are not on board (participating) or seaworthy (professionally developed)? This session will explore the role of administrators, librarians, and library assistants in the professional development of library assistants in the information age.

"Introducing Information Technology to Faculty - The Kenyon College Experience"

Presenter: Jennifer L. Ross, Database Services Librarian/Coordinator of Reference Services, Kenyon College

In 1993 Kenyon College was awarded a three-year grant from the Pew Charitable Trusts to enable faculty, students, librarians, and computing services staff to collaborate on developing new ways of utilizing Information Technology (IT)* and on integrating the technology into the first and second year curriculum.

The 1994 Institute focused on how IT can be applied to the pedagogical goals of the classroom experience (research, communication and collaboration and classroom applications) rather than continuing the 1993 model of teaching each participant how to use IT tools. Alumni of the 1993 Institute shared their personal and classroom experiences using new technology. Woven throughout the 1994 Institute were pedagogical goals, campus tradeoffs and costs, and issues such as copyright and the currency and quality of products and information.

This presentation will discuss the formation of a joint Library and ICS (Information and Computing Services) instructor's group, the structure and results of the first two workshops (June 1993 and 1994), the impacts on the relationships between the instructors and participants on the one hand, and the Library and ICS staff on the other, and the interesting course designs and class projects that were a result of the Institute.

*Information Technology is broadly defined to include Internet resources, OPACs, bibliographic and full-text databases, multimedia resources, electronic mail and local discussion groups.

"Libraries and Marketing DO Mix"

Presenter: Louisa Straziuso, Head, Ohio State University - Newark Library; Greg Pronevitz, OHIONET

Marketing concepts are compatible with the means and objectives of libraries and information centers. With the guidance of a marketing handbook designed expressly for libraries, a marketing program can be developed to improve their effectiveness. Six elements of marketing, i.e. "self-assessment," "market definition," "product planning," "product creation," "selling," and "closing the loop" are described. With the emphasis on academic libraries, the discussion will focus on two of the elements. All libraries do some sort of marketing. They must do everything they can to provide their many essential services in this information age.

"How Knowledge Works: Interfacing Information and the Infamous Scholar's Workstation"

Presenter: Thom Gillespie, Assistant Professor of Information Studies, Indiana University School of Library and Information Science

Based upon the work in the spring of 1994 when I team taught an information visualization course with Tom Coleman a graphic designer in the Fine Arts department at Indiana, I'll talk about and demonstrate what it means to attempt to design a scholars' workstation for an academic library. We used the IUPUI multimedia gateway project in Indianapolis as a design problem for 24 students from Instructional Systems Technology, the School of Library and Information Studies, and Graphic Design. I'll touch on a variety of problems and solutions of access, categorization, organization, and visual design for the scholars workstation. I will focus upon the problems of usability and what it means for information access and use in the very near future.

THIRD CONCURRENT SESSION (2:40 - 3:30pm)

"Creating Effective Internet Training in a University Library"

Presenter: George Lupone, Deputy Director, University Library, Cleveland State University

Participants should be prepared to join with the speaker in discovering effective ways to establish an Internet training program in a university library. The speaker's presentation of a theoretical model of an Internet training program and description of how the model worked in reality will serve as a catalyst for discussion.

The Internet continues to be an emerging technology, requiring trainers to devote many hours to keeping up to date. Training issues are complex because the subject matter and technology are in a state of flux as new resources and views of the Internet become available. One model for establishing an Internet training program is to have one Internet expert responsible for training colleagues who in turn instruct faculty, students, and staff. This model incorporates several theories: adult learning, diffusion of innovations, and strategic planning.

Adult learning differs from traditional teaching, taking into consideration the learner's expectations. Characteristics of effective adult training include the learner and trainer discovering knowledge together, consideration of the learner's attitudes, tailoring the subject matter, addressing interpersonal skills, and orienting the structure of content to the learner.

Understanding the behavior of learners as they approach new technologies provides the trainer with helpful insights. *Diffusion of innovation theory* can help the trainer in introducing the Internet so that members of the entire learning group support each other in acquiring new skills. Studying how innovations are communicated within a group and how a group perceives innovations helps the trainer reaching a broader audience.

Strategic planning provides additional incentives for trainers to master the Internet and instruct others through goal-setting. Establishing and articulating institutional and individual goals clearly delineate the Library's direction and assure programmatic success.

"Intercultural and International Communication in the 1990s"

Presenters: R. Errol Lam, Reference Librarian, Bowling Green State University; Mary G. Wrighten, Multicultural Services Librarian, Bowling Green State University; Anne N. Saviers, Assistant Director , Center for International Programs, Bowling Green State University

In an age of worldwide electronic communication the continuing need for effective intercultural and international communication is a crucial factor. This panel discussion will urge librarians to be constantly aware of the importance of this often overlooked and underestimated element. There will be a combination of theory and research with examples and role playing that offer general/communication principles for positive interaction in academic libraries between the following groups--majority population, people of color, and the international population.

As the increased need for effective intercultural and international communication becomes an imperative in the coming decade for academic libraries, this presentation sees it as invaluable that librarians address this very important topic of communication.

A brief bibliography will be distributed and a question and answer period will follow.

FOURTH CONCURRENT SESSION (3:40 - 4:30pm)

"Outsourcing Cataloging at Wright State University"

Presenter: Karen Wilhoit, Head, Bibliographic Control, Wright State University Libraries

In June 1993, Wright State University announced its decision to outsource its cataloging operation. Many factors contributed to this decision, including a cataloging backlog, problems with staff productivity, and the substantial cost savings that was possible. After announcing the decision, we issued an RFP, evaluated the responses, selected OCLC Techpro as our cataloging vendor, and began operating under the contract in October 1993.

During the period between June and October, we spent a great deal of time planning and writing procedures for our new operations. We pre-process material in-house, then ship it to Columbus for cataloging. OCLC staff edit the records according to the specifications in the contract, put the records in our OCLC save file, and return the material to Wright State. When the material is returned, we export the records into our local system, label them, and send them to the shelves. We have seen our turnaround time decrease dramatically, and we expect to eliminate our backlog by the end of the first year.

One problem we had to resolve was how to keep track of material that was at OCLC. Our solution is to use a field in the order record on our local system (Innovative Interfaces, Inc. or III) to track the date of shipment. This method has proven quite successful; we have no problems with losing material. Other problems have occurred because we catalog and process material for several branches and affiliated libraries. Dealing with all these variant practices and requirements has been difficult, both for OCLC and for us, but again, we have resolved most problems successfully. OCLC staff have always been quite helpful in suggesting solutions to problems and in implementing them.

After a year of experience, I think most people at Wright State would agree that outsourcing has been successful. However, everyone would also agree that this success was far from painless for those involved. The transition period (between the time we announced the abolishment of positions and the time those same positions were actually abolished) was extremely difficult for everyone. Certainly those staff members who faced displacement were unhappy and often angry. The library administration and the University made every effort to assist those people through counseling , holding vacancies, and assisting those who chose to search for other jobs. I think the fact that no one permanently lost a job indicates the success of that effort.

What is the future of cataloging at Wright State? We will probably make minor modifications in the contract based on our experience this first year. We have recently signed a contract with BNA (Blackwell North America) for ongoing authority control. We continue to monitor developments in the marketplace, and right now we are very interested in the OCLC PromptCat service which should be available in 1995.

"Reference Service Without a Reference Desk"

Presenters: Jayne Zetts, Reference Librarian/Instruction Coordinator, Wright State University Libraries; Heather Martin, Reference/Outreach Librarian, Wright State University Libraries; Phil Flynn, Reference/Outreach Librarian, Wright State University Libraries

In the summer of 1993, the Paul Laurence Dunbar Library at Wright State University implemented LIBNET, an information/research network which incorporates our online catalog, OhioLINK catalogs and databases, our local cd-rom products, and thousands of Internet resources. Users could access LIBNET from twenty-four new networked workstations in our reference area. We felt that two librarians at a traditional reference desk could not provide effective service in this expanded electronic environment. To meet the increased need for reference service and instruction in this networked environment, the Library implemented a new model of reference service in the fall of 1993.

In the new model, the reference area was staffed by an information desk assistant, one librarian in the research consultation office, and one librarian designated as a rover. The information desk served as the starting point for patrons with questions. Information desk

assistants generally answered directional questions and known item questions related to LIBNET. The assistants referred patrons with in-depth reference questions to the librarian in the consultation office. The roving librarian monitored the workstations and the reference floor, assisting patrons in those areas.

When changing to this new model, we hoped to realize several goals including increasing the accessibility of librarians, minimizing interruption to the reference interview, and increasing the quality of service to customers. Graduate assistants who staffed the information desk received a six-part orientation which included instruction on interviewing strategy, familiarization with the reference area, a library tour, instruction on OhioLINK, an orientation to LIBNET, and practice questions.

The new model has several benefits. For example, information desk assistants answer phone calls and handle directional and repetitive questions. This gives patrons more time with librarians to work on in-depth reference questions without phone interruption. Also, by not having to staff a traditional reference desk, librarians are free to expand service outside of the reference area and provide service at the patron's point of need. We continue to assess our new model of reference service and revise it as necessary to meet our patrons' needs.

"What Goes Around Comes Around -- Again"

Presenters: Phyllis O'Connor, Assistant Dean of University Libraries, University of Akron; Dr. Richard N. Pettitt, Jr., Assistant University Librarian, Access and Technical Services, Miami University; Mary Beth Zachary, Head, Access Services, Bowling Green State University

OhioLINK is a statewide library and information network linking major university and research libraries in Ohio. The consortium of OhioLINK libraries (17 university, 23 two-year colleges, and The State Library of Ohio) are committed to sharing instructional and research information resources. The OhioLINK Central Catalog, which is updated in real time, provides users with item-specific information about each library's holdings. In addition to the Central Catalog, OhioLINK provides inter-campus delivery of printed materials, and electronic delivery of bibliographic, image, and full-text databases across a high-capacity telecommunications network. OhioLINK Online Borrowing, which allows users to borrow books from other university and college libraries in the state as easily as they can borrow from their own library, was unveiled in January 1994.

During this panel presentation, members of the OhioLINK Inter-Campus services Committee will review the group decision-making processes that led to the current OhioLINK Online Borrowing policies and procedures. They will focus on the very successful group dynamics that have allowed circulation and interlibrary loan librarians to meet the challenges presented by OhioLINK.

Successes and problems that arose during the first year of OhioLINK Online Borrowing

will be discussed. The "partner" approach to training that was used as new libraries were added to the OhioLINK catalog worked out well. As it became apparent that new policies and/or procedures were necessary to make the workflow more efficient and response time more consistent from library to library, the Inter-Campus Services committee met to solve the problems. Early OhioLINK circulation statistics and new patterns in OCLC ILL statistics have proven very interesting.

"The NII: America's Gold Rush of the 21st Century"

Presenter: Connie Salyers Stoner, Associate Director for Public Services, Shawnee State University

The Clinton administration presented its "Technology for America's Economic Growth: a New Direction to Build Economic Strength". The proposed information infrastructure investments include: implementation of the high-performance computing and communications program; creation of a task force on information infrastructure; creation of an information infrastructure technology program, including library and education applications; provision of funding for networking pilot projects through the National Telecommunications and Information Administration in the Commerce Department (including network connections for schools and libraries); and promotion of the dissemination of federal information using new computer and networking technology.

The corporate response to this initiative began the debate between the private and public sectors about the building of the main "road" and all of its "ramps" and "intersections." Public interest advocates want a new national data highway to be a public network constructed and regulated by the Government. The private sector disagrees because economic forecasts predict the NII (National Information Infrastructure) may generate a trillion dollar industry. AT&T and other powerful industries argue that the data superhighway should be built, owned, and operated by private companies.

Our mission, librarians, is to protect the public's interest in the NII. Libraries are charged with ensuring public access to a diversity of information sources and viewpoints regardless of a user's economic status or information-seeking skills. We need to be pro-active and give voice to the public issues currently under debate about the development of the NII. There is much NII legislative activity currently in process including removal of regulatory barriers for the private, for-profit sector. How can we participate to ensure equity of access and guarantee the national interest will be served?